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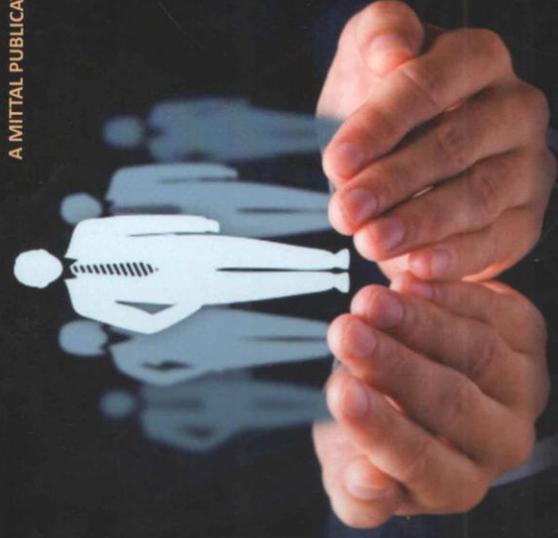
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HUMAN RESOURCES IN INDIA

THE POTENTIAL UNTAPPED

**SAJU MATHEW
KELENGOL NEIKHA**



HUMAN RESOURCES IN INDIA

THE POTENTIAL UNTAPPED

THE EDITORS

Saju Mathew (b. 1973) is serving in the Department of Economics in St. Joseph's College (Autonomous), Jakhama, Kohima, Nagaland for seventeen years and is the head of the department for the last fourteen years. He did BA from Christ College, Bangalore, affiliated to Bangalore University and B.Ed. from Indira Gandhi National Open University. He secured Masters Degree in Economics (MA) from Kuriakose Elias College Mannanam, affiliated to Mahatma Gandhi University, Kottayam, Kerala and Masters Degree in Commerce (M.Com.) from Indira Gandhi National Open University with specialization in International Business Operations. His area of interest includes developmental economics & international economics.

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Edited by
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KELENGOL NEIKHA**

Foreword by
Dr. Sebastian Ousepparampil
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FOREWORD

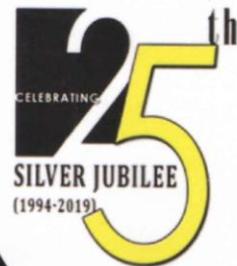
The twenty-first century took us to the 4th level of industrial revolution and that revolution globalized the world. As it opened up the global opportunities on one side it also made the challenges that we face - global. Industrial relationship and commerce have been radically restructured in the process. It added new dimension and revolutionized the industry and commerce hither to unknown way.

Today in the globalized world, in the privatized world and in the liberalized world the challenges are so different. Human resource and economic development got so intrinsically connected. And higher education needs to change itself in its content and in its depth. We need to remain relevant and meaningful in all aspects of life today that the graduates, who come out of our institutions, will be able to contribute to the economic growth and development of our country in a substantial and meaningful way, and not just add up to the huge number of educated unemployed and unemployable graduates. The study done by McKinsey Global Institute makes this aspect amply clear. The MGI study clearly pointed that the need of the hour is to make a massive global effort to improve and produce skilled workers failing which there will be far too few skilled workers to drive a high productivity economy and far too job opportunity for low skilled workers. The emergence of a worldwide economic order has immense consequences for higher educations. Globalization, privatization and liberalization have focused on a different order of economic development worldwide.

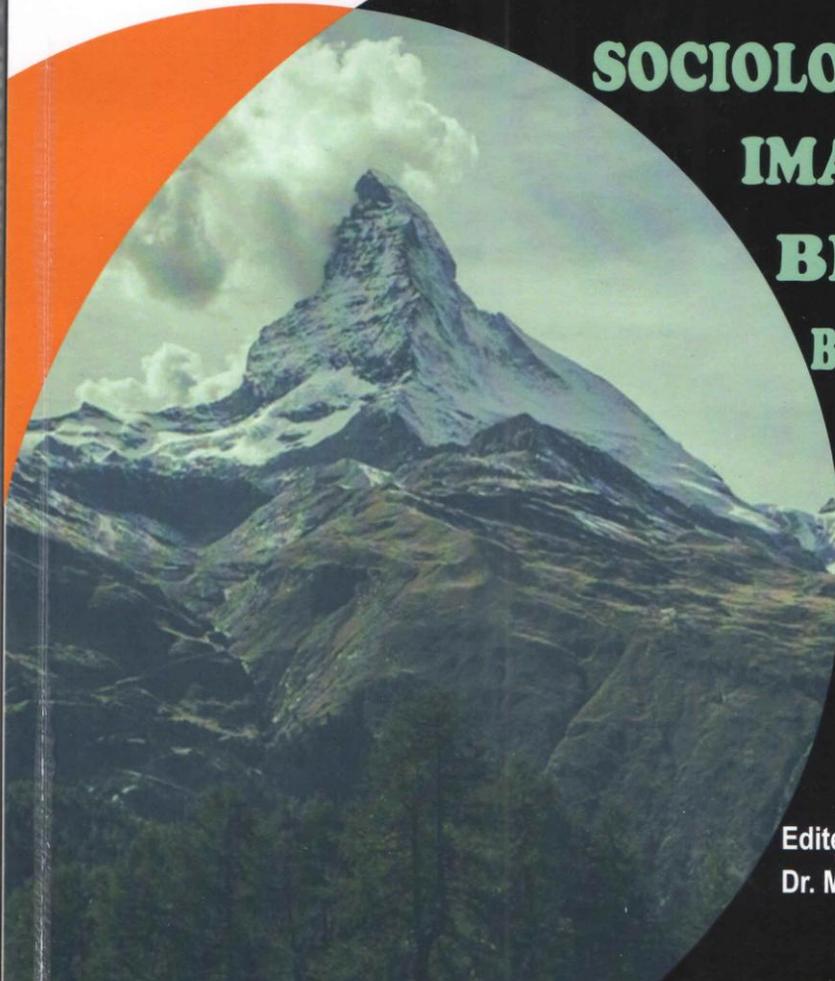
The modern economy is knowledge economy. As late president Kennedy said, while addressing the Harvard University students, "In these times of turbulence and change, it is true more than ever, that Knowledge is power". Today India is blessed with abundance

DEPARTMENT OF SOCIOLOGY

ST. JOSEPH'S COLLEGE (AUTONOMOUS)
JAKHAMA, KOHIMA, NAGALAND



SOCIOLOGICALLY
IMAGINING
BEYOND
BOUNDARIES



Edited by:
Dr. MEDONUO PIENYU

25th May, 2022

Sociologically Imagining Beyond Boundaries
Department of Sociology
St. Joseph's College (Autonomous) Jakhama

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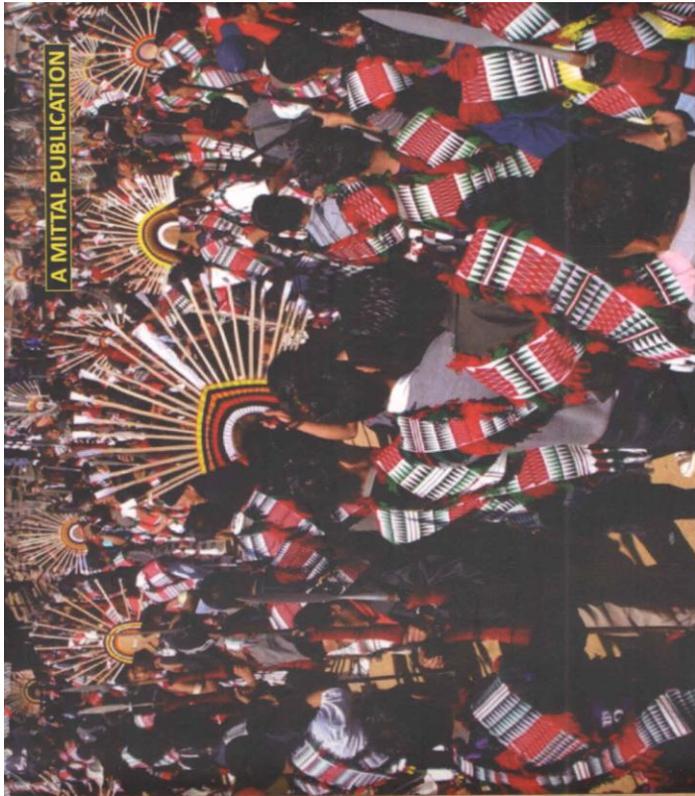


POLITICS OF ETHNIC BOUNDARY MAKING AND MAINTENANCE

KABA DANIEL

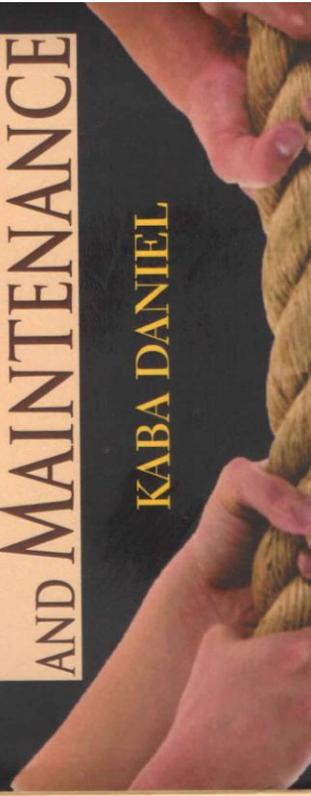


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POLITICS OF ETHNIC BOUNDARY MAKING AND MAINTENANCE

KABA DANIEL



POLITICS of ETHNIC BOUNDARY MAKING AND MAINTENANCE

The Pournal Nagas of North-East India

KABA DANIEL



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Dedicated to
My late Parents
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&
Lachoo-e Kaba Myamai

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India's Northeast: A Celebration of Cultures



Editors:

Dr. Joy Thomas SVD
&

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2019

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FLORICULTURE IN NORTHEAST INDIA

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FLORICULTURE IN NORTHEAST INDIA

— Special Reference to Nagaland

KHRIEMENUO PUSA

Foreword by

DR. GIRIBABU M.

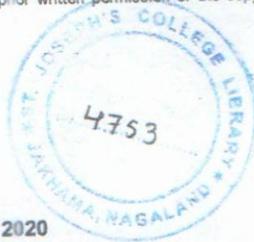
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Dr. Mhonthung Yanthan

About Book :

Students in higher educational institution constitute one of the most knowledgeable, dynamic and privileged strata in all societies. They have played a significant role as agents of social change and contributed to political development in many countries. In recent decades, North-East India has witnessed effective student participation in both 'on-campus' and the 'off-campus' politics. Students of this region have been launching massive movements on issues of cultural identity and economic backwardness, at times with secessionist overtones. Political development and movements in the north-east India have been influencing the political attitudes and participation of the students in the region.

The book attempted to examine how the students in Nagaland are exposed to cross-currents of tradition and modernity, and how their perceptions are influenced by constitutional politics. The book also probed how the Naga students have viewed traditional political institutions and examined whether the spread of higher education has brought any changes in their political attitudes, orientations, and participation.

Political Attitudes and Political Participation of Students' in Nagaland

■ Dr. Mhonthung Yanthan



Political Attitudes and Political Participation of Students' in Nagaland

Dr. Mhonthung Yanthan



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This book is a further development of my doctoral studies completed at the North-Eastern Hill University, Shillong in 2020. I would like to thank my Ph.D. supervisor, Prof. H. Srikanth, for all his help and enthusiastic guidance throughout the duration of my research work. I also would like to thank the student's participants, students' leaders, church leaders, Naga academicians, politicians and village elders in this study who willingly share their time, contributing their valuable suggestions and experiences with me. Without your help and stories, this book would not have been possible.

I am deeply indebted to all my friends who provided me with much-needed support and encouragement during the writing process. To all of them, in particular to Dr. Imlisunep Changkery, Dr. Jelle JP Wouters, Dr. Chanchibemo Shitco, Dr. Nsungbemo Ezung, Mr. Arhomo Kikon, Dr. K. Robinson, Ms. Emilo R. Yanthan, Ms. Annalie Kath, Dr. Anu Rani Brahma, Dr. Daniel Kaba and Dr. Irphan Ahamed, I remain heavily indebted.

I extend my sincere thanks to Fr. Dr. Abraham Lotha, for his constant support and encouragement. I end by thanking my family; my siblings, for their constant support and prayers. I thank my beloved wife J. Grace Murry for her constant support and prayers. "With a wife like you, I feel so blessed".

Above all, I thank God for His abiding guidance and care.

(Dr. Mhonthung Yanthan)

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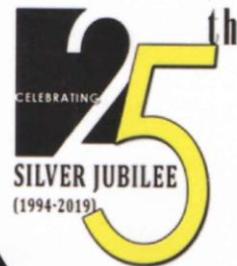
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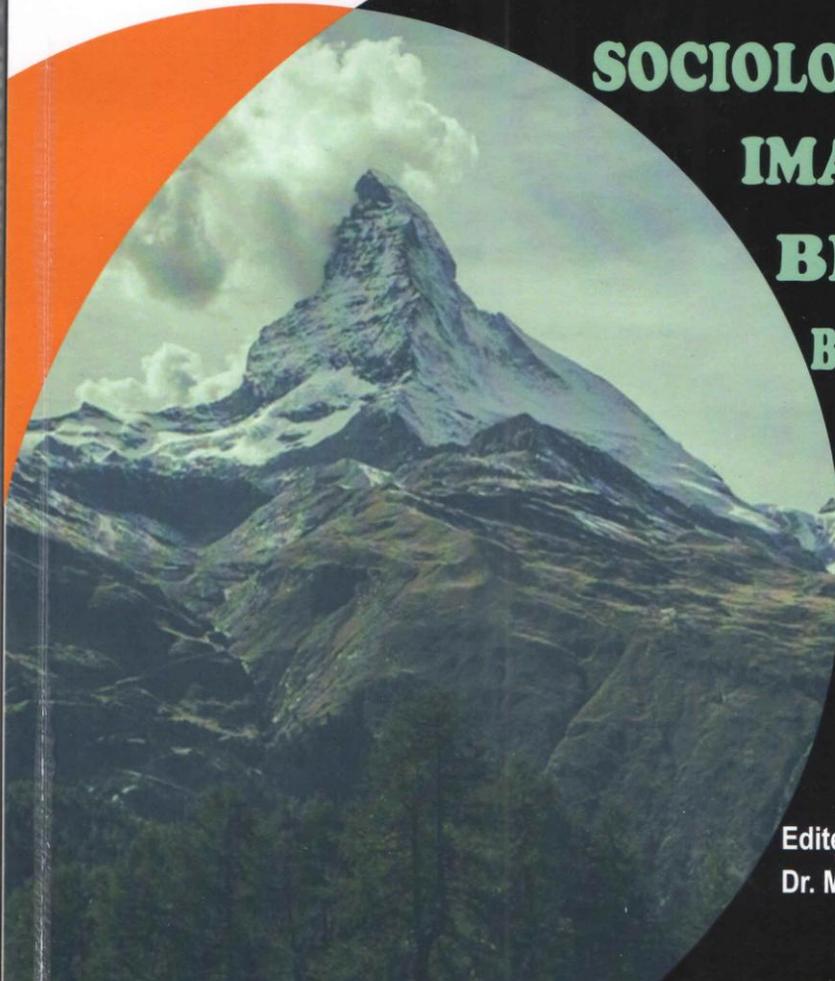
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DEPARTMENT OF SOCIOLOGY

ST. JOSEPH'S COLLEGE (AUTONOMOUS)
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SOCIOLOGICALLY
IMAGINING
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Edited by:
Dr. MEDONUO PIENYU

25th May, 2022

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URBAN LOCAL BODIES ELECTION IN NAGALAND : THE POLITICISATION FOR WOMEN PARTICIPATION

Dr. Aosunep
Assistant Professor
St. Joseph's College (Autonomous)
Jakhama



Abstract:

In compliance with Part IXA of the Constitution of India which deals with Municipalities covering article 243P to 243ZG, the Urban Local Bodies (ULBs) in Nagaland scheduled to be held in the month of February 1, 2017 was marred by violence. Primarily, the imbroglio in the State of Nagaland was over the 33% reservation of women in ULBs election and also the issue over the protection of Article 271A (of the Constitution of India).

Even though, the Nagaland State Legislative Assembly made changes in the draft of the Municipal Act 2001 regarding some issues over the infringement of Article 271A (tribal organisations/tribal hohos has protested over it), the tribal organisations were adamant against the State Government's declaration of dates for ULBs election. The consequence is direct confrontation between the Civil Society Organisations/tribal hohos and the state government. The state of Nagaland was ravaged under huge turmoil with even lost of innocent lives.

The main issue behind the contestation was the patriarchal mindset of the Nagas. As the real contention was not directed towards the notion of 33% reservation of women but the dominant patriarchs do not want the women folks to participate in the decision-making bodies. Upholding the traditional institutions of Nagas should be prioritize at the village level, yet the author argues that Naga women should be allowed to participate in the decision making bodies in urban areas.

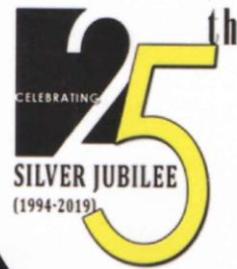
Keywords: Urban Local Bodies, Nagaland, women participation, reservation, politicisation, tribal organisations, tribal hohos.

Introduction

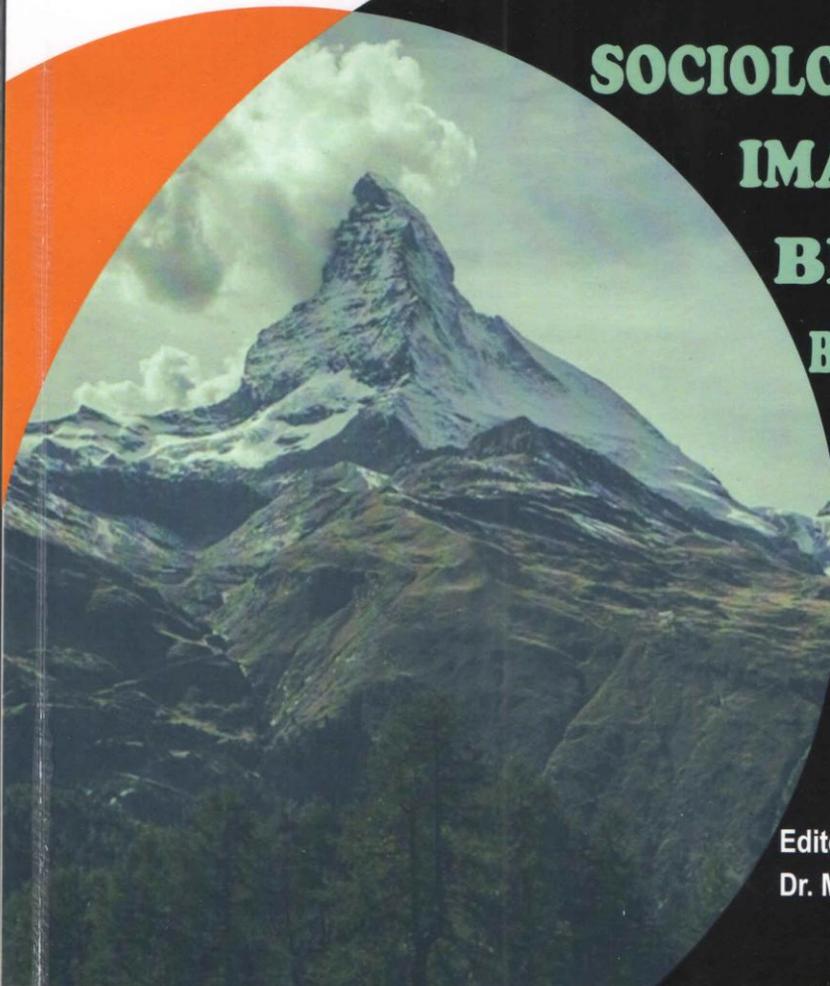
In an age when the governmental activity is constantly increasing, it would be a burden for an already overworked central government to concern about local problems. Further, the central government cannot

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PROVIDING QUALITY EDUCATION AND RESTRAINING DROPOUTS THROUGH COMMUNITY PARTICIPATION : THE EXPERIENCE OF NAGALAND.

Dr. Khobu Tsolo
Assistant Professor
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St. Joseph's College (Autonomous), Jakhama



Abstract: The effects of globalization on education bring rapid developments in technology and communications, thus, completely changing the learning systems across the world. Furthermore, it brought about proliferation of private educational institution and also commodify education. Unable to cope up with the advancement of technology, stiff competition with the private educational institution, along with various social, economic and political factors the government educational institution, especially in the rural area, suffered a serious setback resulting to decline of quality education and high dropout's rate.

The state sees the 'participation of the community' as a mechanism to tackle these issues. In order to initiate community participation, the government has introduced the 'Communitisation' initiative under the "Nagaland Communitisation of Public Institution and Service Act 2000". This provides the background for transferring the ownership from the state and sharing responsibility of its management with the community. One of the striking features of this initiative is the active participation of people at the grass-root level especially in management, financial and administration through the 'Village Education Committee'. This paper seeks to highlight the mechanism and success of this policy in addressing the problem of declining quality education and restraining high dropouts rates, as well as to address the possibilities of being replicated in any society that resembled the Naga educational scenario.

Keywords: Globalization, Education, Village Education Committee (VEC), Communitization, Community Participation, Morung, Dropouts.

Introduction:

Globalization has become a topic of great interest to social scientist, not only in the field of economy but also in political and cultural studies¹. Globalization has affected many areas of human life, one of those being education. One consequence of the hype around globalization and education—and debates on global political

¹ See Andy Green: *Education, Globalization, and the Nation State* (Basingstoke: Macmillan, 1997)

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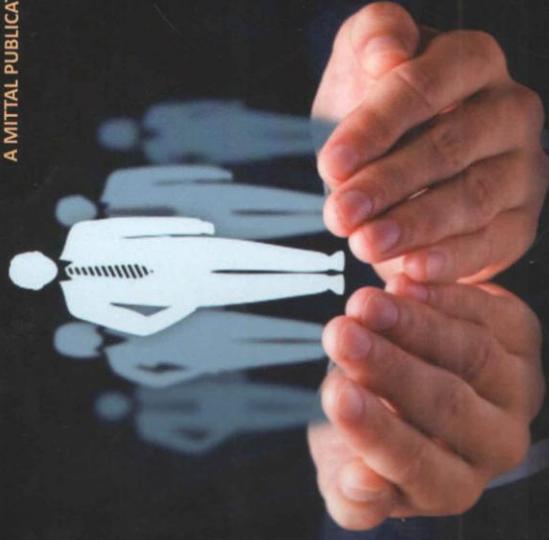


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NATURAL RESOURCES AND ECONOMIC DEVELOPMENT IN NAGALAND

Prospects and Challenges

KELENGOL NEIKHA & DR. KHRIEMENJO PUSA

Introduction

Natural Resources are free gift from nature, it is the wealth of a nation and one of the most pre-requisite elements for a country to developed as well as a gusto for the country to further carry out the economic activities in line with the other economies of the world. With the dawn of the new urbane era, every country tries to cluster each and every potential productive resources to further carry forward the working mechanism of the economic development of the country. Nagaland in such case located in the extreme northeastern region of India, with limited geographical land of only 16,579 sq.kms, the land is lush with luxuriant forest, fertile soil, rolling mountains, enchanting valleys and swift flowing streams and rivers making the landscape beautiful with rich floral and faunal assemblage. The State covers a forest area of 53% of the State's total geographical area which is higher than the national average of 24.16% of the country's total geographical area. It always has played a pivotal role among the tribal inhabitant of the State both in social, economic and aesthetic values. Major rivers of the State

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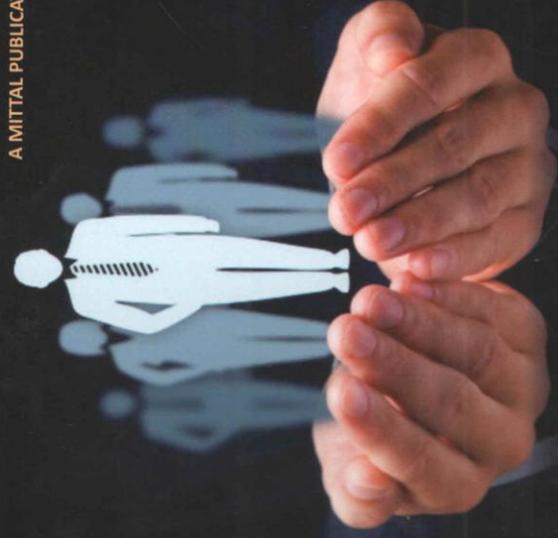
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EMERGING CHALLENGES OF HIGHER EDUCATION IN NAGALAND

MHONTHUNG YANTHAN

Introduction

Higher education is perceived as an important form of investment in home capital development. Higher education institutions are charged with formation of human capital through teaching, building knowledge base through research and knowledge development, and dissemination and use of knowledge by interacting with the knowledge users (Okwakol M.J.N 2009). Higher education is becoming increasingly competitive in terms of students, staff and resources. Because of the increasing demand for access to it by the masses, it has shifted from being the service of elite that it was, to a service open to the masses (Sarah Bunoti 2013:34).

Globally, the education system is focusing on expediency and pragmatic education, global competitiveness, education for sustainability, innovations and in fact, UK focuses on developing public sectors using performance based funding for teaching and research China encourages students by cost sharing and cost recovery methods (Reference). As a result, the relational for all the education system is to raise the international standards.

From one college in 1959 with 43 students to 61 colleges in 2015 with over 29,000 student's enrolment, Nagaland paradoxically presents to us a picture of increasing higher students' enrolment and rapid expansion of educational institutions. The question is where does higher education in Nagaland stand?

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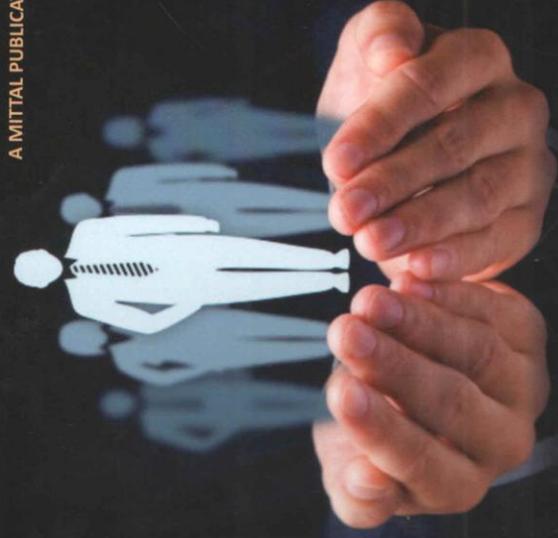
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DISPARITY IN EDUCATION A Challenge to the Human Resource Development in Nagaland

SAJU MATHEW

Introduction

According to Oxford Dictionary, education means training and instruction especially for young people in schools and colleges designed to give knowledge, skill and development of character and mental power. So education is a tool for the development and transmission of skill among the young people. It is the basic necessity to remove socio economic inequality and bring about equality in society. The significance of education in modern society is unquestionable thing. Education plays a vital role in the development of the individual and the society. Education and economic development is mutually related and supporting each other. It is a vital factor for a self sustained economic growth.

According to Lewis (1962, p. 113) "the purpose of education is to enable men to understand better the world in which they live, so that they may more fully express their potential capacities, whether spiritual, intellectual or material". The education has individual and social goals. The primary individual goal of education is economical in nature. It should help the recipient to become productively employed and economically independent. Education is the key factor for getting employed not only by the improvement in skill and ability of the person but the formal education also act as a common minimum requirement for employment in most of the jobs in the organised

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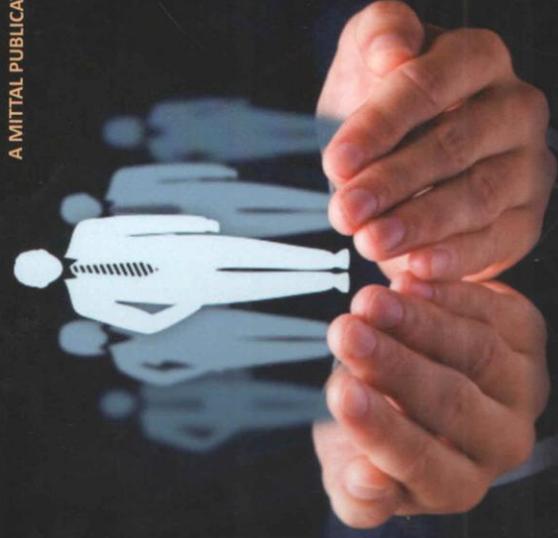
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discriminate anyone on the basis of race, caste, class, tribe, region and religion. I will inspire peace and hope in others and make others' life comfortable. With courage, I will resolutely stand up against violence, be it verbal, physical or passive, and teach others through my own example. As a PEACE CHANNEL member, I respect and accept all life and uphold my belief in one Supreme Being, God.



EDUCATION FOR UTILITY AND PRODUCTIVITY A Key to Economic Development

SAJU MATHEW

Introduction

Education and economic development are closely related to each other. However it is difficult to ascertain as to which one of them is the cause and which is the effect (Sharma, 1991). "A positive correlation was found to exist between the level of development and literacy or some other easily available measure of educational level in different countries and during different periods. Although it was, of course, recognised that statistical correlation does not establish what cause is and what is effect, these calculation served to confirm in a general and vague way the theory that education is a form of investment and a vital one." (Myrdal, 1982, p.1541) In reality education and economic development are mutually supporting and complimentary to each other.

Education is the process through which human personality develops. Education can be defined or analysed in its wider sense and narrower sense. In a wider sense education is a lifelong process which starts at the time of conception and continues till the death. The sum total of life experiences one achieves throughout one's life contributes to the formation of the human behaviour and in this sense it is a part of education. In a narrower sense of education, it is confined to school and university education (Bhatia & Narang, 1968). According to Myrdal (1982) education implies imparting knowledge and skill

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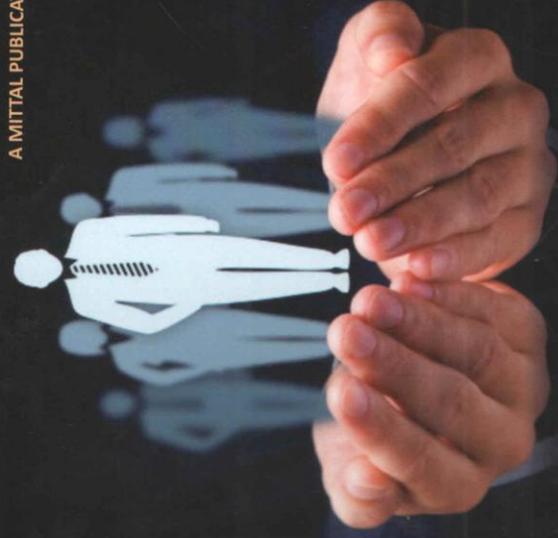
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HUMAN RESOURCES IN INDIA

THE POTENTIAL UNTAPPED

**SAJU MATHEW
KELENGOL NEIKHA**



**SAJU MATHEW
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THE IMPACT OF HUMAN RESOURCE DEVELOPMENT ON ECONOMIC GROWTH IN INDIA

Md. TABREJ & JAMES H. K.

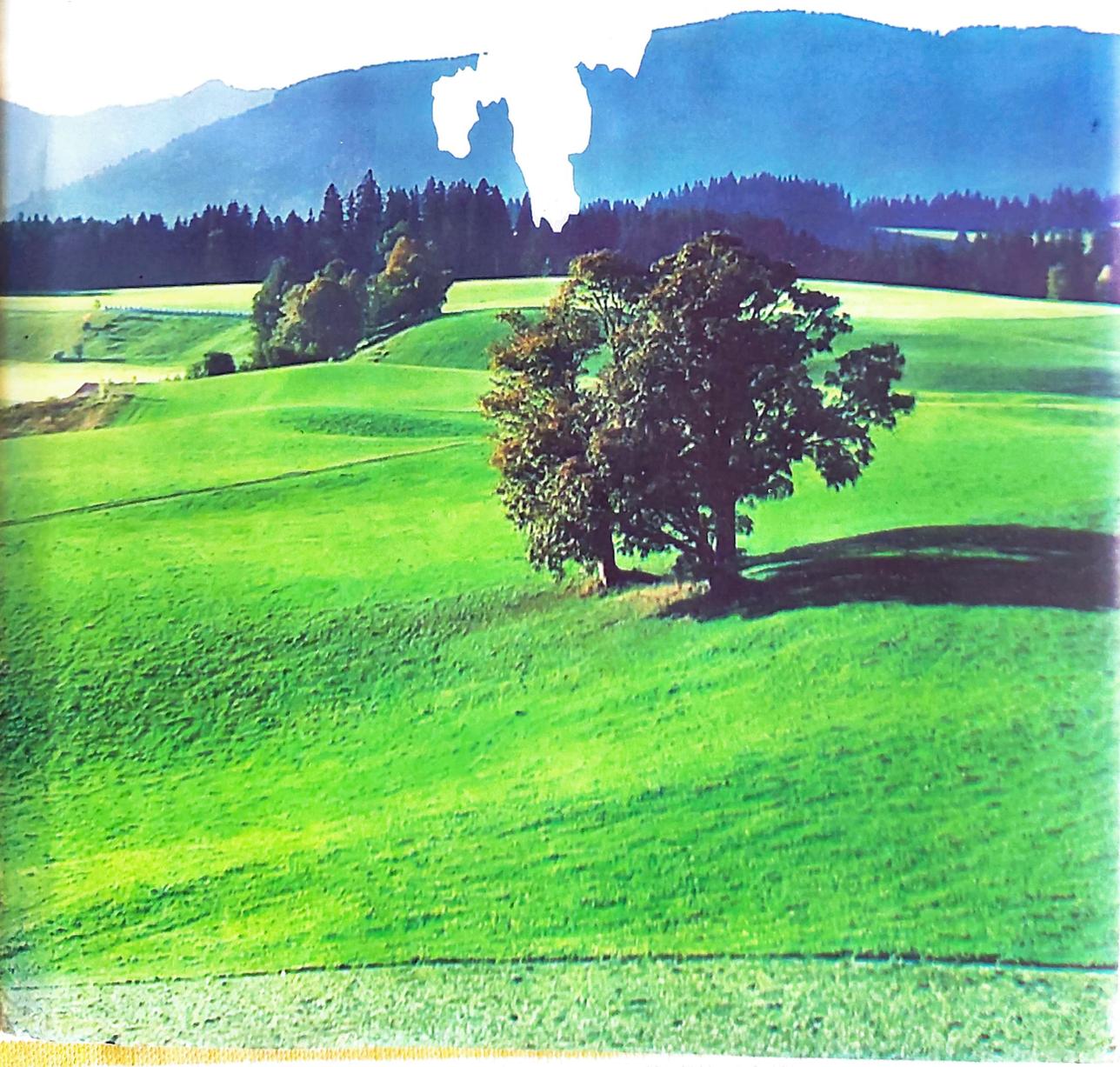
Introduction

Knowledge has always been a distinguishing characteristic of human beings, in view of their unique capacity to formulate and consciously transmit knowledge from generation and location to another. In recent years, knowledge society has gained prominence due to advances in technology and related applications. The knowledge revolution marks a fundamental shift in human development from being limited to material processes to the infinite and creative potential of human processes. Thus, knowledge societies have to address issues about how information and ideas are to be created thereafter adopted at an accelerating speed. Applying new knowledge continuously results in continuous innovations which yields social dividends for the civil society through inter alia, greater levels of education, empowerment of women and improved health, which together results in improved human resource development. The later in turn, is an important objective of development planning, since it is one of the most effective means to achieving higher levels of overall development. The growth intimately dependent on integrated development of each individual right from childhood and throughout the life. While economic growth

ENVIRONMENT and SOCIETY

The Context of North East India

Edited by
Rekha M. Shangpliang



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Enhancing Lives through Environmental Conservation: A Short Narrative of Khonoma Village

Hormila Zingkhai

Introduction

Environmental elements like the land, river systems, forests, mountain ranges etc. have always played a significant role in the making and shaping of society and its history. It was broadly assumed that, the environment, typically in the form of climate and topography, and sometimes in the form of disease or other 'natural' hazards, dictates the physical and mental characteristics of a society, its modes of subsistence, its cultural life and political institutions. It even determines whether a society is able to scale the heights of civilizations or is confined to the depths of savagery and barbarism (Arnold, 1996: 10). At the same time, humans transform and alter their environment according to their convenience which in consequence has an impact on their social and economic life. This fact is pertinent to the present human society, especially with regard to the environment-related issues such as climate change, global warming, deforestation, degradation of land, conflict over land, water and forest, and development and livelihood issues that we are undergoing now.

In India, we are facing diverse environmental issues such as deforestation, degradation of land, water scarcity and floods, famine, environmental pollution, bio-diversity loss, displacement of people from their ancestral land and home, loss of livelihood etc. On the other hand, Chipko Movement (1973), The Silent Valley (1978), Jungle Bachao

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An Angami Perception of Nature: A Beckoning for Inter-cultural Dialogue and Criticism

Dominic Meyieho

Introduction

In the contemporary culture, the Human relationship with the Nature is that of *subject* and *object*, i.e. the Human as mistress/master and the Nature as resource. Contrary to this view, this chapter presents the relationship between the Human and the Nature from an Angami perspective, in whose culture the differentiation between them is minimal. The Angamis perceive themselves as part of the Nature and play with its seasons. In the light of the above two perceptions, the chapter invites a cross-cultural dialogue and mutual criticism.

Contemporary Scientific Perception of the Nature

To the world of science and technology, the Cosmos exists only for the Human use, experiment and to gratify a proliferation of his/her needs. Anything and everything in the Cosmos to be meaningful and have value bears the label of humanistic. A key figure in developing a humanistic and scientific approach to the Cosmos was Francis Bacon. The humanistic approach to the Cosmos perceives the Cosmos as existing for the Human experiment. It perceives the calling of the Human as to put the Cosmos into test and perfect the imperfect Cosmos. The humanistic and scientific approach to the Cosmos is anthropocentric and not cosmocentric. Therefore, the whole endeavour of humanistic approach to the Cosmos is to build the Human 'estate' by experimenting and putting the Cosmos into test (Hawkin, 2004: 29). By doing so, the